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ABSTRACT

The study examined predictions concerning the future of special education as voiced by special education administrators, special education teachers, and members of advocacy organizations for the handicapped. A Delphi survey composed of four rounds was used to elicit responses from participants and to obtain a consensus of opinion within each group. Ss were asked to write statements about topics (such as parent participation, program monitoring, least restrictive environment, and personnel preparation) dealing with P.L. 94-142, The Education For All Handicapped Children Act, over a span of the next 30 years. Ss were also asked to estimate time intervals. Analyses revealed a pattern of increased parent participation with greater insistence on accountability and cost effectivenss, need for improved programs to provide for post secondary success, desire for increased community intergration of handicapped students, and the importance of providing increased training for regular class teachers of handicapped students. No significant differences among groups were noted in their perception of probable future events. (CL)

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Comparing Predictions of Future Trends in Special Education

Final Performance Report

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Problem Statement

Special education litigation over the past ten years has induced extensive changes in Federal and state policies towards the education of the handicapped. These changes were justified and necessary to protect the fundamental rights guaranteed to all handicapped individuals under the 14th amendment. However, such radical change is unnecessary when insight to the "grassroots" perspective on special education is available and utilized. One problem in special education which must be confronted is planning long-range future policy based on input from a variety of sources at the "street-level" of educational bureaucracy. As Gideonse (1972) suggests, input must be sought from the field to generate ideas as to the needs and possible alternatives for special education.

The problem is actually twofold: 1) there exists a need to plan further into the future when determining policy for special education and 2) the resources of people from a variety of positions in special education should be used in assessing the future of exceptional children education. Policy planners have maintained tension at the lower levels of the bureaucratic practices by acting like a skilled surfer who rides just slightly ahead of the wave (Johansen & Samuel, 1977); planning just far enough into the future as to circumvent any major educational catastrophe. There is a need to utilize the input of regional and local administrators, teachers and parent advocates in developing long-range alternative futures for special education. With such input, the transition of policy change may be more gradual and smooth.

The hypothesis is that input from these three subject groups, i.e., special education administrators, teachers and parent advocates will reflect the future needs and concerns of each group. Subsequently, policy planners

could use such data to anticipate plausible future alternatives to embellish their present planning strategies for a holistic view of probable future directions in special education.

Review of the Literature

Current Policy Changes

Public Law 94-142 was the beginning of a new stage in the development of education for handicapped citizens. The rights of the handicapped and their guardians have been affirmed with guarantees to a free and appropriate public education and a delineation of procedural safeguards. The Federal government has committed itself to subsidizing the expansion of special education services. Explicitly described in P.L. 94-142 is a linear system of responsibility for the assessment and assurance of effective educational programs.

The conception and enactment of Part B of the Education of the Handicapped Act did not evolve by chance. As with most socio-political events the passing of P.L. 94-142 can be traced. Utilizing the Mercer and Richardson (1975) model of social change, the evolution of the law can be clearly analyzed.

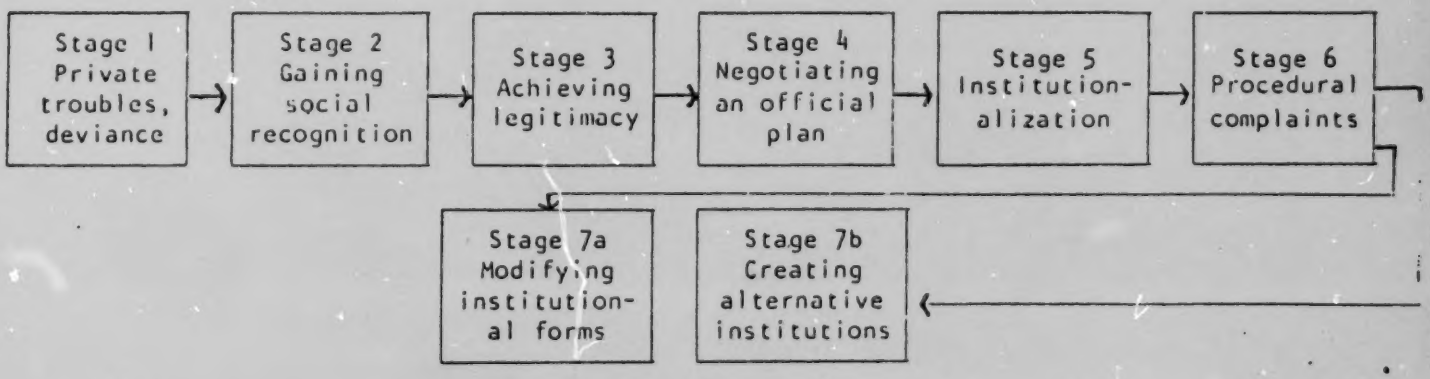
Stage 1 Private troubles, deviance
Stage 2 Gaining social recognition
Stage 3 Achieving legitimacy
Stage 4 Negotiating an official plan
Stage 5 Institution-alization
Stage 6 Procedural complaints
Stage 7a Modifying institution-al forms
Stage 7b Creating alternative institutions

Figure 1.

Mercer and Richardson Model of Social Change

The first three steps of the present cycle of change in special education are evidence in the scores of litigation during the early 1970's. Parents and handicapped individuals had become irritated by problems of inappropriate treatment and educational services. Bound together by a common frustration and cause, parents sought to have provided an appropriate public education for their handicapped children. Unsatisfied with the alternatives provided by local education agencies at that time, they turned to the courts to redress their grievances and legitimize their cause. Three basic lines of litigation summarize the types of problems parents and advocates confronted: right to treatment cases, question of standards cases, and right to education cases (Gilhool, 1976).

Wyatt v. Stickney (1970) exemplifies the right to treatment cases in which habilitation services were being denied citizens residing in Alabama state schools and hospitals. The question of standards cases began in California with Diana v. the State Board of Education (1970). The issue here centered around an overbalance of minority students in educable mentally retarded classes. The plaintiffs sought to address the questions of placement standards and evaluation validity. In 1971, the third line of cases began with P.A.R.C. v. the Commonwealth of Pennsylvania in which zero reject education for mentally retarded children was sought. The plaintiffs in this third line of litigation desired assurances that parents and children would have a role in the planning of educational programs. Through the rulings of the courts in these types of cases the grievances of parents and handicapped citizens were legitimized and plans for their remediation were developed on a statewide basis.

However, on a national scale no legislative action was taken until Senate Bill 6 was drawn up. Nationally, this began the fourth stage of the

Mercer and Richardson paradigm, negotiation of an official plan. With Gerald Ford's subsequent signing of P.L. 94-142 a national plan took effect to harness a large range of inappropriate educational practices.

Shaping the Future of Special Education

Today we find ourselves in the overlap between stages five and six. Full implementation of the law has not been completed, yet procedural complaints have begun as demonstrated by Kline v. Armstrong (1979), in which plaintiffs have sought an extension of the 180 day school year for severely handicapped individuals. The past stages of evolutionary change have now focused in on the present. From here we may progress into the dichotomy of stage seven. Revisions of the law are unavoidable at best. But perhaps even a more radical change in special education will develop in decades to come. However, evidence shows that revision is the present mode of policy change. Courts are now enforcing the law and refining existing policies (Higgens & Barresi, 1979). Melcher (1976a) also speculates that modifications of the principles within P.L. 94-142 will consume court decrees. Special education policy will emphasize the quality of its programs, not major changes within them.

P.L. 94-142 is in the neonatal stage of implementation. The prescriptions within the law itself have set the stage for future developments in special education. Perhaps though, these developments will be more gradual or better yet, we will be better prepared to meet future progress. It is infrequently easy to implement legislation of the scale and impact of P.L. 94-142. However, it is possible to minimize the difficulties and graduate implementation procedures if we recognize the signs of oncoming coercive change and plan for alternative futures. Due to procrastination within the field of special education and the irrational basis for many former

procedures the passage of special education legislation had to be instituted with almost impossible swiftness and insufficient planning.

Weatherley and Lipsky (1977) have cited examples of the inefficiency and ineffectiveness of implementation of Chapter 766, the Massachusetts state special education law, when bureaucrats are put under severe time pressures without a blueprint of policies and guidelines. Personnel were unprepared for their new responsibilities, placements were carried out with systematic bias based upon power coercion of principals and the placation of parents, and monitoring practices were compromised. Similar experiences are not uncommon in the implementation of P.L. 94-142. These problematic instances can be substantially reduced if probable future alternative developments are scrutinized and broadly anticipated through proper planning.

By recognizing the evolution of Mercer and Richardson's revisionary seventh stage and deriving ideas from various sectors of special education, we may more effectively and efficiently meet the transitional demands of educational change. Higgens and Barresi (1979) outline three types of policies which should be considered in projecting future trends in special education. The type I policies are characterized as those policies which guarantee individual rights and protections such as those encompassed in P.L. 94-142. Type II policies deal with the distribution of resources in terms of time, money, personnel, and materials. The type III policies deal with turning the two previous policy groups into practice. With these three types of policy established and defined in the present, extrapolation of the form these policies will take in the future may begin.

Future Alternatives

Presently, experts in the field of special education have considered the policy developments described by Higgens and Barresi. Melcher (1976b)

has considered the policy developments of P.L. 94-142 and projected his view of future trends in educating exceptional children. He describes the future emphasis on quality education through changes in personnel development programs, increased parent participation, and reorganized delivery systems which emphasize individual needs rather than administrative expediency.

Perhaps the most comprehensive discussion on the future of special education comes from a study conducted by Schipper and Kenowitz (1976). In this study the Delphi technique was used to survey the perceptions of 121 school administrators on future events in special education. Several salient points were outlined: 1) trends towards increased regionalism/ resource sharing in light of perceived shortages in human and material resources were reflected in the data; also, 2) major shifts were predicted in preservice and inservice teacher training; 3) responsibility for personnel preparation will shift from the university to local school districts and teacher associations according to the participants; through more extensive preschool programs, early identification and remediation will be achieved; and more sophisticated program evaluations by state education agencies were predicted for the future.

Equivocal studies of future alternatives in special education need to be more extensively carried out. Educational planning is no longer left to the autonomy of educators. The Schipper and Kenowitz study provides us with an excellent consensus on future trends through the eyes of special education administrators. However, policy changes will be determined not solely by administrators but with the input of teachers and parents too. Thus, research using the latter parties as well as administrators is warranted and necessary.

With further research on future alternatives, a number of plausible courses of action may be designed to improve the efficacy of carrying out the intentions and concepts of P.L. 94-142. As current trends indicate, emphasis in educating exceptional children is on quality of services. Using consensual input of administrators, teachers and parents on the future of special education would embellish the planning operation. From the diverse backgrounds and axiological positions of these groups many of the remaining problems of implementation (Martin, 1979) may be remediated or avoided in future policy changes. The key to a successful future is not only quality programs but quality administration and monitoring procedures. Therefore, planned change in a long range sense is increasingly desirable (Gallagher, 1978). However, today there is a lack of research on what possible corridors may be taken in exceptional child education (Jones, 1978). The establishment of a continual revisionary data base on the future of special education can provide the first step in resolving the problems of future policy change, resource distribution and the administration of implementation.

Goals and Objectives

The goals of this proposed study are: 1) to study possible future alternatives and 2) to initiate the first stage of long-range planning for those alternatives. In attaining the first goal it is necessary to examine the various postures for establishing possible future alternatives.

Goal 1

Ziegler (1972) reports that innovation and planning are primarily based on three perspectives. These include the preventive, adaptive and inventive

postures. Although there is considerable overlap amongst the three stances, they do provide useful hueristic models for determining assumptions about future events. The preventive stance is the most prevalent in policy formulation according to Ziegler. From this position policy and action are instrumented in the present in order to intervene in a disastrous forecast of the future. This posture makes forecasting obsolete as the intervention serves to render the predictions false.

The adaptive stance is one in which a forecast is felt to be so strong or inevitable that action in the present is taken to adapt to an emerging state of affairs. Here the preventive stance is thought to be too late or is simply undesirable. The third stance is called inventive because of its divergent nature. From this position it is thought that the future is an array of alternative possibilities. The second characteristic of this posture is that the future is a domain of intentional actions from which we can manipulate acts of creative intervention in the present to establish a more desirable future.

The more conventional postures, preventive and adaptive, are either based on pessimistic forecasts or are limited in their perspectives. However, inventive stances recognize the future as optimistic and as having a variety of possibilities. Also, inventive planning realizes man's ability to choose and manipulate his future. Shane (1972) describes the distinctions of inventive futures compared with traditional planning of future policies:

> 1) Futures planning stresses future alternatives rather than linear projections; it is inherently value directed and action oriented. It concentrates on identifying consistencies and relationships among future probabilities and their probable impact as a result of policy decisions.

2) Future planning opens up more possibilities than conventional linear planning; it endeavors to point up possibilities that often are overlooked.

3) Conventional planning tends to be based on the assumption that a "good" tomorrow is simply a utopian version of the present with its problems removed. Futures research recognizes that we may need to anticipate quite different tomorrows with respect to resources, values, practices, and the attitudes which they reflect.

4) Futures research depends more on the rational study of anticipated developments--often long range developments and their consequences--than on statistical analyses and projections. Conventional planning is often based on mathematical models. Futures research is less "mathematic model-based" and more "personal simulation-based."

5) In futures planning the emphasis is not on the reform of the past but on creating a probabilistic environment of alternative possibilities and consequences for careful study and choice. (p. 9)

Not only is it desirable to have multiple projections of future events through the inventive process but it is also necessary to derive a high degree of probability. By achieving a consensus on future events and the value placed on them using a number of knowledgeable participants, the reliability of a range of future developments increases the possibility of realization. Carl Sandburg's philosophy: "Everybody is smarter than anybody," exemplifies this point (Shane, 1972). By surveying various groups of people involved in policy planning for special education, better accuracy may be attained. With the advent of P.L. 94-142, parents should have a say in predicting future events along with special education teachers and administration. By utilizing these groups we cannot only elicit a divergent sampling of ideas but we can also establish a consensus within each group.

If we were to place administrators, teachers and parents in a position to project their ideas on future events we may be able to see the vast possible directions special education could take. From this point we may

reflect on the present and begin to plan the course of exceptional child education.

Goal 2

The second goal of this study is to establish a data base for long-range planning in special education. As discussed earlier the heart of policy change in special education centers around the concepts within P.L. 94-142. There exist critical areas that have been implicitly cited in a report to Congress on the implementation of the law which require further development (Martin, 1979). These general areas include provision of least restrictive alternatives, parent participation, personnel preparation and the monitoring of programs. It is felt that by determining future events surrounding these areas that a great deal of information on the progress of applying the concepts of P.L. 94-142 to practice in the classroom may be compiled. Gathering input from administrators, teachers and parents would create a diverse data base which could establish grounds for policy and priority planning.

Three of the concept areas primarily relate to a single subject group but also have important relations with the other two groups. Parent participation principally involves parents but in planning individual education programs teachers and administrators are also involved. Personnel preparation involves teachers and aides directly but parent and administrators are to provide input for this area as well. Monitoring procedures revolve around administrative responsibilities but teachers and parents are very much involved also. Least restrictive alternative placements involve equivocal cooperation among all three groups. These four concepts are not isolated as individual areas of the law, they are fundamental concepts which are interwoven throughout most sections of P.L. 94-142.

Through the responses given by subject groups on each of the four topic areas a considerable amount of information may be generated on critical elements of change in special education. Whether resonses are diverse or redundant, they will be valuable. Planners can use the response data to determine:

1) How far apart subject groups are in their thinking?

2) What are the priority areas of these groups?

3) How rapidly is change perceived?

4) What is felt about the present state of the law?

5) How knowledgeable are these groups in terms of P.L. 94-142?

6) Are these subject groups thinking in terms of long-range planning?

The answers to these questions need to be resolved. With the wider scope of subject input included in this study perhaps the broad and extending predictions may surpass the accuracy of Schipper and Kenowitz (1976) results.

Therefore, the purposes of this proposed study are to meet the goals of awareness and preparation for future alternatives in special education through three objectives. First, the determination of probable future events. Second, the establishment of alternative futures from the perspective of administrators, parents and teachers using the inventive posture. And third, to provide a data base for long-range planning by bureaucrats at all levels of education.

Derived from these goals and objectives is the hypothesis: administrators, teachers and parent advocates will project polarized pictures of the future indicative of their axiological positions in special education.

Methods

Subjects

Within New York, Pennsylvania, and Texas subjects were randomly selected from regional areas in which an intermediate education agency was responsible for the provision of special education services. Three subject groups were used for this study: 1) special education administrators, 2) special education teachers, and 3) members of advocacy organizations for the handicapped. Operational descriptions of the potential members of each group were as follows. Special education administrators were those people within an intermediate unit whose titles are that of supervisor, curriculum coordinator, IEP coordinator, principal or vice principal, directors of personnel, or directors of specific programs. These subjects did not have in their job description any mention of assigned classroom instruction of handicapped children. Special education teachers were those teachers who teach classes for the mentally retarded, emotionally disturbed, orthopedically handicapped, hearing impaired, visually impaired, speech impaired, learning disabled or multiple-handicapped. Parent advocates were those people who were registered members of a group or organization which has as a primary function the advocacy of programs for handicapped citizens who possess one of the above mentioned conditions.

The selection processed commenced with the random selection of intermediate agencies within each of the three states. To provide a balanced representation from each state three agencies were selected from New York, four from Pennsylvania and three from Texas as listed below:

New York

Chautauqua Board of Cooperative Educational Services (BOCES)

Franklin-Essex-Hamilton BOCES

Monroe #2-Orleans BOCES

Pennsylvania

Pittsburgh-Mt. Oliver Intermediate Unit (IU) #2

Allegheny IU #3

Northwest Tri-County IU #5

Bucks County IU #22

Texas

Region III Education Service Center (ESC)

Region V ESC

Region VII ESC

Upon selection, intermediate agency directors were contacted to elicit their cooperation in providing lists of administrative and teacher personnel along with the names of local advocacy organizations. In two cases directors of regional agencies declined participation in the study so that two other agencies were randomly drawn with the forementioned agencies ultimately participating. Eight of the ten intermediate agencies provided lists of their administrative and teacher personnel for direct mailing from the researcher while two agencies insisted on distributing the surveys themselves as a result of policies which discourage the dissemination of personnel information to outside parties.

In addition to the lists of local advocacy organizations provided by regional directors, national and state chapters of prominent advocacy groups were asked to provide information on their local affiliates in the three states. With the combined lists, letters were sent to local groups

requesting their cooperation through providing a membership list or in distributing the surveys to randomly selected members. All of the participating advocacy organizations chose to distribute the surveys rather than provide the names and addresses of their members (see appendix for list of local agencies).

With the lists of the participating intermediate education agencies and corresponding local advocacy groups compiled, the random selection of individual subjects was undertaken. Agencies which distributed the surveys, randomly selected subjects by their own means. From the lists of administrators and teachers provided by the eight other agencies, subjects were randomly selected by the researcher. A total of 200 subjects from each subject group were drawn; an avearge of 20 subjects per group were selected from each regional area. In the case of selecting administrators the number drawn varied between agencies due to the difference in numbers of administrative personnel.

Technique

A Delphi survey composed of four rounds was used to elicit responses from participants and to obtain a concensus of opinion within each subject group. In the first round, participants were asked to write statements about four topics dealing with P.L. 94-142 over a span of the next 30 years. Topics included:

1) Parent Participation,

2) Program Monitoring,

3) Least Restrictive Environment, and

4) Personnel Preparation.

The survey provided for subjects to write a statement of a probable event within each of three time intervals: 1981-1985, 1986-1995, 1996-2010.

The statements received from respondents were then collated and synthesized by a Department of Special Education faculty member and a graduate student from The Pennsylvania State University's Division of Special Education and Communication Disorders. The panel used Flanagan's (1962) critical incident analysis procedure outlined below:

1) sort statements into general topic areas;

2) forumulate tentative headings of major categories within each topic area;

3) sort events into these major categories as necessary. During this stage time will be economized if all events which are similar are clipped together and treated as one unit regardless of changes in subcategory definitions;

4) after a substantial portion of the events have been classified, prepare new tentative definitions of major headings and generalized statements for the main categories of each major heading;

5) after all incidents have been classified, review definitions and revise where necessary. Synthesize subcategories into units;

6) utilize stated values (one most important and five least important) of events within each unit to derive generalized statement of the unit;

7) record all unit statements from each topic area, i.e., parent participation, personnel preparation, etc., into final list of statements.

From the over 500 statements received, a list of 25 statements for each topic area was compiled for use in the second round survey.

The second round required respondents to determine in which time interval each statement had a 60% or better probability of occurring along with placing a value from -5 (very low value) to +5 (very high value) on the item. (To facilitate the final data analysis, scores were recoded to include a range between 0-11 such that -5 = 0 and +5 = 11. These recoded values are used in the tabled data summaries.) Responses from this round were used to calculate median response rates for the expected time interval of occurrence and the value placed on each event. This information was then provided on the third round surveys as feedback to participants on the response of all respondents to the second round questionnaire.

The third round survey format was similar to that of round two except for two alterations, one planned and one unplanned. The planned change was the inclusion of two additional columns which provided the feedback data. The second alteration, however, became necessary after the second round responses were received. Due to a lower than expected return rate (approximately 15%) and comments made by respondents, the pool of statements was reduced from 100 statements to 40 in order to decrease the time required for completing the surveys and thus increasing the probability of higher return rates in subsequent rounds. The process for selection of statements to be retained involved an item analysis of the round two survey. A correlation between item scores and the total survey scores was calculated to determine which items were most highly related to the overall construct being evaluated (i.e., attitudes towards the four topic areas). In addition t-test scores were calculated to insure that the probability of no correlation between items and total score was sufficiently low. This procedure, therefore, identifies those items which discriminate between subjects. Accordingly

the 10 items with the highest correlation value were selected from each topic area and used in the subsequent rounds.

Due to the change in the number of items, the calculation of median responses for each statement by specific subject group instead of across all subject groups, was delayed until the fourth round. Accordingly, each subject group in the round four survey was provided feedback in the form of median response rates for members of that group only. Participants were to review the feedback data and to compare their earlier responses with those of the group as a whole. If subjects perceived the feedback data as more accurate, then they were to make adjustments in their responses. Through this process separate concensus opinions for each group were expected to develop (see appendix for example surveys).

In preparing the surveys for each round the four orders of presentation of the topic areas were used to control for fatigue effects. Equal numbers of subjects were randomly assigned a particular ordering of the topics.

Timeline

Upon selection of subjects from the 10 intermediate education agencies and local advocacy groups within their jurisdiction, the four rounds of surveys commenced in February 7, 1981. The timeline for completion of the rounds is listed below:

Timeline

Dates	Time Interval	Activity	Outcome
September '80 December '80	4 months	Selection of Subjects	Mailing List Completed
January 1, '81 January 12, '81	2 weeks	Prepare Round One Survey	Surveys Mailed
January 13, '81 February 23, '81	5 weeks	Round I Survey Completion	All Responses Returned
February 24, '81 March 30, '81	5 weeks	Analysis of Round II Survey	Formulate Round II Survey
March 31, '81 April 24, '81	3 weeks	Round II Survey Completion	All Responses Returned
April 25, '81 May 11, '81	3 weeks	Analysis of Round II Survey	Reduced Number of Items Formulate Round III Survey
May 18, '81 June 26 '81	5 weeks	Round III Survey Completion	All Responses Returned
June 27, '81 July 30, '81	4 weeks	Analysis of Round III Survey	Separate Feedback Information for each Subgroup Compiled Round IV Survey Formulated
August 1, '81 September 17, '81	6 weeks	(No activities due to the vacation period of participating schools.)	

Timeline (continued)

Dates	Time Interval	Activity	Outcome
September 18, '81 October 23, '81	5 weeks	Round IV Survey Completion	All Responses Returned
October 24, '81 December 15, '81	7 weeks	Analyze Round IV Data; Write Final Report	Final Report Submitted

At present condensed versions of the final report are being prepared for dissemination to participating agencies and to subjects as well. A paper will also be presented at the 1982 International Convention of the Council for Exceptional Children in Houston, Texas.

Analysis and Results

Data Analysis

Using an SPSS program, the data were analyzed in a series of eight one-way analyses of variance with subject group (e.g., administrator, teacher, and advocate) as the independent variable and values and time intervals on the four topic areas as the dependent variables. The measures of the dependent variables were based upon individual mean scores from subject responses calculated by summing the numeric values on the 10 statements for each topic area and dividing by the number of valid responses. Any subject having less than 6 valid responses (e.g., responses which were completed) was eliminated from the analysis on that dependent measure. Psi contrasts statistically reflecting the stated hypothesis that certain groups would score higher on particular dependent measures, were also used in the analysis. In addition a Bartlet-Box test was used to examine the assumption of homogeneity of variances among groups.

In addition, individual statements within each topic area were ranked from highest to lowest on the perceived value scale.

Results

The summary of the analyses of variance appear in Tables 1 to 8. No significant effects were obtained for any of the tests. Correspondingly, the psi contrast analyses lead to a retention of the null hypotheses of no difference between groups.

The rankings of responses according to perceived value and time of occurrence appear in Tables 9 to 12. Because there were no significant differences obtained between groups the rankings are based on combined values across all subject groups.

Discussion

Although no significant results were obtained in the analyses of variance, considerable information has been provided on the value of specific events and the time of occurrence of those events.

Parent Participation

In regard to parent participation in special education, programs which facilitate parent-teacher interaction whereby parents can learn techniques to support the learning process at home received the highest value. Similarly, parent insistence of cost effectiveness and the use of computers in IEP construction were highly valued events. Although parent cooperation and assistance in the education of handicapped children was highly valued, legal mandates for such actions received neutral to negative values. Additionally, the use of parent assistors in IEP meetings along with parent contributions to the financial costs of special education were the two lowest valued events.

Value and time of occurrence were inversely related on the parent participation variables. Those statements receiving high values were predicted to occur sooner than those with lower values. Therefore, the training of parents to support the learning process at home was perceived to have a 60% or better chance of occurring within the next five years. The use of computers in IEP construction, in-class observation by parents, and parent insistence on cost effectiveness were perceived to occur in the early part of the second time interval. In like manner, contracting between parents and teachers along with the use of parent assistors in IEP meetings were predicted to occur between 1986 and 1995. The least valued statements, parent responsibility being mandated by law and parent assistance in providing financial resources, were viewed as never being likely events.

The general pattern, therefore, seemed to point towards increased parent participation through assistance at home and in school, with greater insistence on accountability and cost effectiveness. Conversely, additional legal mandates which define parent responsibilities or requirements for parent contributions to the financial costs of special education were neutrally valued and viewed as unlikely to ever occur.

Program Monitoring

Under the heading of program monitoring, respondents exhibited a similar inverse pattern between value of statements with higher values being associated with earlier time intervals. The most highly valued statement in this section pertained to program audits showing that special students were inadequately prepared for post high school success. Other relatively high valued statements included requirements for placement committees to visit special schools and classrooms to become familiar with practices used, the

use of evaluation input from graduating special education students, and the elimination of the Federal regulations under P.L. 94-142 with state agencies filling the vacuum. Three year cycles for on-site audits and lobbying for increased consumer participation in the monitoring process were less highly valued events. Respondents had more neutral perceptions of the value of P.L. 94-142 being viewed as an impediment or bureaucratic monster in special education as well as the use of computers in evaluating and monitoring student progress. The least valued statements within the area of program monitoring dealt with school districts competing for funds based on performance measures and increased Federal involvement in monitoring local education programs.

Unlike responses to statements on parent participation, respondents seemed to perceive all program monitoring events as likely to occur within the next 10 years. Three year cycles for on-site audits, inadequate preparation for post high school success, and P.L. 94-142 being viewed as an impediment were perceived as occurring early in the first time interval between 1981-1985. Interestingly the statement on P.L. 94-142 received low values yet it was still perceived as likely to occur in the near future. Visits by placement committees to special schools and classes along with Federal deregulation of P.L. 94-142 were viewed as likely to occur late in interval one.

The remaining five statements were all perceived as probable events for early in the second time interval. Lobbying for additional consumer input and the use of graduating special education students for program evaluation were predicted to occur earliest. Later in the second interval between 1986-1995, computers for evaluation and monitoring of student progress, and more Federal involvement in local special education programs were viewed as likely to occur.

The pattern of responses regarding program monitoring, therefore, seemed to indicate that soon, if not at present, many special education programs will be evaluated as ineffective in providing for the needs of students for post high school success. From the high values and early time intervals ascribed to the placement committee and student program evaluation statements, it appears that alternative means of monitoring are desirable for the near future. Also, the early time interval and high value given to three year cycles for on-site audits reflected a desire for close program monitoring. However, Federal involvement in monitoring practices were not favored, congruent with the current political trend towards reduced federalism. In addition, even though program effectiveness seemed to be a desirable outcome, the use of competition in the procurement of funds for local school districts was not a highly valued event.

Least Restrictive Environment

Perceptions of statements dealing with the least restrictive environment illustrated by value scores and time interval selection, did not indicate as strong an inverse relationship as the previous topic areas. Although the low values were strongly related with late occurring events, the relation between high values and early occurrence was more random. The most highly valued statement was the identification of "at risk" children and enrollment in early special education programs. Similar high values were ascribed to statements dealing with adaptation of minimum wage laws to permit payment to handicapped workers according to production rates, the use of group homes and sheltered workshops for handicapped adults, and improved systems of selecting students for mainstreaming. Adaptation of regular school facilities to accommodate the handicapped, increased academic

integration of special education students, and the lobbying for funds to inservice regular educators were events which received moderately high values. The use of computerized instructional programs with paraprofessional assistance was also a moderately high valued event. The lowest values in this section were ascribed to the total integration of special students with assistance being provided through itinerant special education teachers and the assignment of teacher advocates to individual students to follow them throughout their school careers.

In regard to the likely occurrence of events, most events were perceived as probable during the second time interval between 1986-1995. The improvement of selection procedures for mainstreaming special students was the only event which was predicted to occur within the next five years. Several statements were viewed as probable events for early in the second time interval. Closely related in expected time of occurrence, were the adaptation of minimum wage laws, lobbying for inservice funding, and increased academic integration of special students. Similarly, statements on the increased use of group homes and greater early special education programs were closely related in predicted time of occurrence but evolving at slightly latter times than previously mentioned events. Accommodation of special student needs through school facility adaptation was viewed as occurring late in the first half of the 1985-1996 time interval. Two statements which dealt with computerized instruction and total integration of special students were perceived as likely to occur late in the second interval or early in the third. The assignment of teacher advocates to special students, however, was viewed as more likely never to occur.

Consequently it appeared that respondents had a strong desire to see more early special education programs initiated but the occurrence of such programs being provided is viewed as probable for the 1986-1995 time interval. At the other age group extreme, the provision of revised minimum wage laws and group home placement were highly valued reflecting a strong desire for the integration of the handicapped into the community. However, limits on integration were favored as reflected by the responses to the total placement of handicapped individuals into the regular classroom. Strengthening inservice programs for regular educators also appeared to be highly desirable, but not a probable event until the second time interval.

Personnel Preparation

Value and time interval responses to the statements on personnel preparation indicated a somewhat inverse relation between the forms of response but the association is weaker than that on the parent participation and progoram monitoring variables. Values ascribed to preservice instruction for regular educators on teaching handicapped students, the use of classroom teachers over university personnel or administrators for inservice programs, and required demonstration of specific teaching skills in training programs were not only the highest valued statements in this section, but also the highest valued statements across all four topics. Additionally, inservice training which concentrates on individualized instruction to all students was highly valued. Moderately high values were indicated for statements dealing with the provision of release time to teachers in order to participate in skill development programs and the use of an objective assessment system for determining teacher needs and progress. Statements on pay incentives for inservice attendance, inservice courses being required for continued licensing, and the dissemination of model programs through video inservice

programs were also ascribed moderately high values. However, neutral values were indicated on the statement dealing with 12 month contracts for teachers with inservice training being provided on weekends or evenings.

Probable time of occurrence values indicate that most personnel preparation events will occur late in first time interval or early in the second. The use of classroom teachers as "experts" for inservice training, however, was perceived as occurring early in the first time interval. All but one of the remaining events were ascribed similar time interval values including inservice training which dealt with individualized instruction, regular teachers working with handicapped students, model programs, the provision of release time, credit for licensing, and pay incentives for attendance. However, the statement of 12 month contracts for teachers was perceived as probable during the 1996-2010 time interval.

The pattern of responses, therefore, indicated that regular educators need to be provided increased training in teaching handicapped students. However, in the case of inservice training there appeared a strong desire to have classroom teachers use each other for advice and direction rather than those people outside the classroom such as university personnel and administrators. Competency based training in specific skills with release time for skill development was also highly valued. Extension of teacher contracts to 12 months, however, was viewed as being a relatively unpreferred event.

In sum, there appears to be no important differences between subject groups in their perception of probable future events. However, the statements used have been written in general terms so that with increase specificity about each event differences may become more apparent.

Across topic areas, high priority has been assigned to events that increase parent awareness of their role in the learning and evaluation process and provide program monitoring by persons knowledgeable of specific placement options and instructional programs. In like manner, the provision of services for handicapped individuals in the 0-5 and post high school age groups along with the training of regular teachers by other model teachers have been ascribed a high priority.

The speed of change indicated by the time of occurrence values, indicate that the events under personnel preparation and program monitoring are likely to occur in the near future while events of parent participation and least restrictive environment will be slower evolving. Nonetheless, for the most part the events cited in the survey will likely occur within the next 15 years with very few events likely never to occur.

Perceptions of the state of programs and services mandated by the law can be inferred in general terms from the values placed upon statements. Evident is the desire to improve teacher training in terms of working toward specific skill development and regular educators being able to work more effectively with handicapped students. Program monitoring practices need continued improvement along with increasing the breadth of services to include preschool handicapped children.

Deriving an indication of how knowledgeable or the extent to which subjects consider long-range probable future events is difficult to achieve. The number of responses received, however, seems to indicate that predicting future events is not highly valued by many of the randomly selected subjects. The small number of parents responding could indicate a lack of interest in the compilation of data such as that provided through this survey or a lack of knowledge of the events described.

In any event, interpretations are left to the reader on more specific conclusions drawn from the information provided here. The results which are outlined in Tables 9 through 12 are for use by interested parties to aid in their decision making processes. Hopefully, the data will provide insights into the perceptions of people who are involved at various levels in the education of exceptional children and adults.

Limitations

The major limitation to this study is the relatively low response rate of approximately 15%. Several steps were taken in order to increase the response rate such as reducing the number of items, providing sufficient time for responses to be returned, and sending out surveys when possible at times in the school year when teachers and administrators were thought to be less busy. Nevertheless, response rates among rounds was consistently low. Consequently, generalizations about the data must be made cautiously.

In addition, consideration must be given to the political events which transpired over the course of the survey. In January 1980, there was a change in the Federal administration and its policies toward Federal involvement in education. These policy changes have precipitated proposals for extensive cuts in Federal revenues for special education programs. The poor economic climate in addition to these policies may have influenced the perceptions of respondents toward the future of special education. In relation to time and current events, perceptions may change with fluctuations in the economy and in Federal special education policies.

As with most Delphi surveys the assumption of knowledgeable participants is critical. The subjects for this study were regional and local administrators, classroom teachers, and members of advocacy groups. These subject populations were selected in order to provide a "grass roots" data base.

Because of their direct roles in the dealing with the handicapped, it has been assumed that the subjects are aware of the needs, circumstances, and logistics in providing special education services. In addition, the data provided is from a perhaps biased sample on the basis of voluntary participation by respondents. This limitation, however, is inherent in any form of survey research.

Conclusions

Although there are notable limitations to this study, a data base of possible future events has been established from subjects who are at the "street-level" of special education service delivery. Many of the responses which have been provided are congruent with the findings of Weatherly and Lipsky (1977) and with Schipper and Kenowitz (1976). There appears to be a concensus on general trends for future development of special education in all four areas of the survey. These same apparent trends have been iterated also by interest groups appearing before the Senate Subcommittee Hearing on the Handicapped (Note 1). Accordingly, increased parent participation in the learning process is a highly valued and probable future event. Likewise, program monitoring will seemingly continue to be an area which will have participation from a wider spectrum of interest groups. The increased training of regular educators appears to be a strongly desired event in order to provide more effective education in regular classrooms. Finally, additionally programs for peripheral age groups, 0-5 and 18-21 seem to be desired along with increased Federal funding to provide substantive programs for all handicapped children and adults.

Recommendations

Due to the instability of a world in which resources and demands for services are constantly changing, there is a need to periodically examine probable future events in order to anticipate events to come. Such "optimistic surveillance" of the environment affords special education planners input from sources (e.g., interest groups) which effect change. Additionally, more time is afforded to smoothly adapt to changes and to choose more desirable futures (Kast & Rosenzweig, 1973). Therefore, replications of policy surveys are necessary on a periodic basis.

However, in conducting surveys, it is necessary to secure the cooperation and interest of organizational directors in order to increase the probability of receiving a large, representative sample of respondents. When this is achieved results can be generalized more easily and more divergent views may be gained. Therefore, narrowing the geographic scope of surveys may afford better coordination and control of the procedures for conducting the survey and a greater response rate.

Finally, continuation of funds for student research is vital for the development of research skills. Being afforded the opportunity to conduct this survey has provided the researcher with valuable insights and understandings of the logistical difficulties in conducting research. Also, the study provided the opportunity to develop various skills in statistical analysis and the use of computer software.

Reference Notes

1. Oversight on Education for All Handicapped Children Act, 1980. Hearing before the Subcommittee on the Handicapped United States Senate, July 29 and 31 and September 10, 1980.

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Table 1

Analysis of Variance and t Test on Parent Participation Values

	df	SS	F	P
Between Groups	2	1.6939	1.51	0.3224
Within Groups	67	49.2917		
Total	69	50.9856		

	N	$\bar{X}$	S.D.
Administrators	38	7.4474	0.8605
Teachers	25	7.72	0.9363
Advocates	7	7.5857	0.378

Contrast	2f	t'	P
-0.5-0.6 +1.0	15.8	1.482	0.158

Table 2

Analysis of Variance and t test on Program Monitoring Values

	df	SS	F	P
Between Groups	2	0.9568	0.628	0.537
Within Groups	59	44.9191		
Total	61	45.8709		

	N	$\bar{X}$	S.D.
Administrators	31	7.6774	0.9794
Teachers	25	7.88	0.781
Advocates	6	7.5	0.5477

Contrast	df	t'	P
+1.0 -0.5 -0.5	37.9	-0.057	0.955

Table 3

Analysis of Variance on Least Restrictive Environment Values

	df	SS	F	P
Between Groups	2	1.2111	0.638	0.5318
Within Groups	65	61.7299		
Total	67	62.9411		

	N	$\bar{X}$	S.D.
Administrators	38	8.5526	0.8913
Teachers	23	8.3913	1.1575
Advocates	7	8.8571	0.6901

Table 4

Analysis of Variance and t test on Personnel Preparation Values

	df	SS	F	P
Between Groups	2	1.0612	1.883	0.1601
Within Groups	67	18.8821		
Total	69	19.9432		

	N	$\bar{X}$	S.D.
Administrators	41	9.2683	0.5012
Teachers	23	9.0	0.5222
Advocates	6	9.1667	0.7528

Contrast	df	t'	P
-0.5 +1.0 -0.5	11.6	-1.131	0.28

Table 5

Analysis of Variance and t Test on
Parent Participation Time Intervals

	df	SS	F	P
Between Groups	2	0.4437	.945	0.3934
Within Groups	74	17.3743		
Total	76	17.8181		

	N	$\bar{X}$	S.D.
Administrators	41	2.2927	0.4606
Teachers	29	2.4483	0.5061
Advocates	7	2.4286	0.5345

Contrast	df	t'	P
-0.5 -0.5 1.0	7.1	0.276	0.791

Table 6

Analysis of Variance and t test on
Program Monitoring Time Intervals

	df	SS	F	P
Between Groups	2	0.2592	0.905	0.4095
Within Groups	68	9.7407		
Total	70	9.999		

	N	$\bar{X}$	S.D.
Administrators	36	2.0556	0.3333
Teachers	27	1.9259	0.4744
Advocates	8	2.0	0.0

Contrast	df	t'	P
+1.0 -0.5 -0.5	60.9	1.288	0.203

Table 7

Analysis of Variance on Least Restrictive Environment Time Intervals

	df	SS	F	P
Between Groups	2	0.1377	0.248	0.7811
Within Groups	71	19.7137		
Total	73	19.8514		

	N	$\overline{X}$	S.D.
Administrators	40	2.35	0.5796
Teachers	27	2.2593	0.4466
Advocates	7	2.2857	0.4879

Table 8

Analysis of Variance and t-test
on Personnel Preparation Time Intervals

	df	SS	F	P
Between Groups	2	0.5719	1.861	0.1628
Within Groups	73	11.2175		
Total	75	11.7894		

	N	$\bar{X}$	S.D.
Administrators	43	1.9767	0.3342
Teachers	27	2.1481	0.456
Advocates	6	2.1667	0.4082

Contrast	df	t'	P
-0.5 +1.0 -0.5	19.7	0.617	0.544

Table 9

Parent Participation

Event	Value				Time Interval			
	Total	Advocate	Teacher	Administrator	Total	Advocate	Teacher	Administrator
Parent-teacher meetings include workshops for parents focusing on methods of instruction, so parents can support the learning process at home.	9.635	9.714	9.577	9.659	1.875	1.75	2.069	1.767
Parents are more insistent that special education programs be cost effective.	8.653	8.857	8.63	8.634	2.062	2.25	1.931	2.116
IEP's are constructed using computers to identify specific objectives and treatments for special students.	8.24	7.571	8.667	8.073	2.0	2.125	2.069	1.93
Parents and teachers enter into contracts for working with students on specific skills.	8.027	7.857	8.259	7.902	2.177	2.286	2.207	2.14
IEP's are required for both handicapped and nonhandicapped students.	7.644	7.429	7.84	7.561	2.762	2.62	3.0	26.28
Parents assess accomplishment of IEP objectives through in-classroom observation.	7.547	8.571	7.409	7.463	2.0	1.875	2.31	1.814
Parents hold teachers accountable for child's progress in attaining IEP goals.	7.384	7.429	7.346	7.4	1.687	2.375	1.621	1.605
Parent assistors are trained by parent groups to attend IEP meetings with parents on a large scale.	6.329	7.0	6.769	5.925	2.468	2.125	2.483	2.524

Table 9 (continued)

Event	Value				Time Interval			
	Total	Advocate	Teacher	Administrator	Total	Advocate	Teacher	Administrator
Parent responsibilities for assisting in instruction at home are mandated by law.	6.041	6.429	6.0	6.0	3.785	3.5	3.793	3.833
Parents of special education students are required to assist with increasing financial costs of special education.	5.889	6.286	5.885	5.821	3.595	3.857	3.621	3.535

Table 10

Program Monitoring

Event	Value				Time Interval			
	Total	Advocate	Teacher	Administrator	Total	Advocate	Teacher	Administrator
Auditing has revealed that current systems are inadequately preparing special students for post high school success.	9.014	8.714	9.185	8.947	2.05	1.875	1.897	2.186
Placement committees are required to visit special schools and classrooms in order to become familiar with methods used to provide the least restrictive environment.	8.56	9.571	8.444	8.463	1.887	1.75	2.069	1.791
Graduating special education students evaluate the programs which they took part in.	8.48	8.143	8.815	8.317	2.05	1.875	1.897	2.186
The Federal government eliminates Federal regulations of P.L. 94-142; state agencies fill the vacuum.	8.282	7.0	7.769	8.868	1.974	2.375	1.857	1.976
Every three years an on-site state audit and evaluation is conducted to determine the needs os special students as well as compliance with Federal regulations.	8.107	8.429	8.519	7.78	1.275	1.0	1.414	1.233
Lobbying for additional consumer participation in monitoring to increase actual compliance rather than paper compliance is evident.	7.972	8.714	7.926	7.868	2.026	1.875	2.069	2.024
The impediment to special education is recognized as the bureaucratic monster of P.L. 94-142.	7.08	6.0	7.593	6.927	1.375	2.0	1.31	1.302

Table 10 (continued)

Event	Value				Time Interval			
	Total	Advocate	Teacher	Administrator	Total	Advocate	Teacher	Administrator
Computers are used to evaluate and monitor student progress which is the primary basis for evaluating program effectiveness.	7.013	6.571	7.333	6.878	2.1	1.875	2.069	2.163
School districts compete for funding based on their special education "track record," current services, and projected needs and services.	6.438	6.833	6.846	6.122	2.2	1.75	2.034	2.395
More Federal involvement in monitoring local special education programs is evident.	5.671	6.0	5.846	5.486	2.359	2.125	2.357	2.405

Table 11

Least Restrictive Environment

Event	Value				Time Interval			
	Total	Advocate	Teacher	Administrator	Total	Advocate	Teacher	Administrator
"At risk" children are identified at birth and enrolled in special programs from birth to age three in an attempt to overcome special needs.	9.853	10.571	9.37	10.049	2.175	2.0	2.173	2.209
Minimum wage laws are adapted so that the handicapped may work in the community and earn money according to their production (piece-rate) as in sheltered workshops.	9.378	10.143	9.259	9.325	2.025	1.875	1.966	2.095
Group homes and sheltered workshops flourish at LRE for the adult handicapped population.	9.147	9.571	9.039	9.146	2.175	2.125	2.103	2.233
With an improved system of selecting children for mainstreaming, there are changing attitudes towards mainstreamed children in regular schools.	9.080	9.714	8.889	9.098	1.572	1.375	1.414	1.605
Regular school facilities are totally adapted to accommodate the needs of special students.	8.446	9.429	9.308	8.634	2.35	2.5	2.172	2.442
The integration of students academically increases as emphases on social integration levels off.	8.625	8.571	8.64	8.625	2.039	2.0	1.963	2.098
Extensive lobbying for funding of ongoing inservice of regular teachers is undertaken.	8.595	8.286	8.444	8.75	2.025	1.75	2.0	2.095
Special students are taught in regular classes with computerized instructional programs and paraprofessional assistance.	7.932	7.143	7.615	8.268	2.75	3.0	2.724	2.721

Table 11 (continued)

Event	Value				Time Interval			
	Total	Advocate	Teacher	Administrator	Total	Advocate	Teacher	Administrator
Special students are in regular classes totally with assistance provided by itinerant special education teachers.	7.027	8.571	7.462	6.488	2.862	2.625	2.759	2.977
Special education and regular education students are assigned teacher advocates to follow them throughout their public school careers.	6.056	6.714	6.16	5.875	3.608	3.571	3.621	3.605

Table 12

Personnel Preparation

Event	Value				Time Interval			
	Total	Advocate	Teacher	Administrator	Total	Advocate	Teacher	Administrator
Regular teachers are required to take courses on teaching handicapped students as part of their preservice training.	10.467	10.833	9.929	10.78	1.833	1.833	2.069	1.674
Inservice programs use classroom teachers as "experts" not university personnel or administrators.	10.27	10.667	10.333	10.171	1.346	1.167	1.483	1.279
Teacher training programs in special education require teachers to demonstrate competence in specific teaching skills.	10.2	9.571	9.704	10.634	1.924	2.429	1.793	1.93
Inservice training concentrates on individualizing instruction to all students, handicapped and nonhandicapped.	9.716	10.286	9.538	9.732	1.808	2.143	1.929	1.674
Teachers are provided release time to be used for continued development of teaching competencies.	9.365	9.0	9.37	9.415	1.846	1.833	2.0	1.744
An objective system of assessing teachers' needs and progress in teaching skills are used to determine types of inservice training needed.	9.176	9.667	8.667	9.439	1.962	2.0	1.897	2.0
Pay incentives are provided for inservice attendance.	8.865	8.429	9.231	8.707	1.949	1.857	2.172	1.814
Teachers are required to take inservice courses for licensing with reviews of license every three years.	8.575	9.167	8.077	8.805	2.564	3.0	2.828	2.326

Table 12 (continued)

Event	Value				Time Interval			
	Total	Advocate	Teacher	Administrator	Total	Advocate	Teacher	Administrator
Model programs are being funded and disseminated via inservice, video programs.	8.432	8.0	8.538	8.439	1.923	2.143	1.964	1.86
Teachers are working 12 months a year and are being paid for inservice time during evenings and weekends.	6.425	5.511	7.0	6.22	3.114	3.429	3.207	3.0

APPENDIX A

COVER LETTERS, INSTRUCTIONS, AND SURVEY FORMS

THE PENNSYLVANIA STATE UNIVERSITY

Special Education
303 CEDAR Building
UNIVERSITY PARK, PENNSYLVANIA 16802

Division of Special Education and
Communication Disorders
Special Education
Communication Disorders
Environmental Acoustics Lab

Area Code 814
863- 2289

October 6, 1980

In order to conduct a survey on programming trends in special education for BEH Grant #G008004826, I am requesting the names and business addresses of the following personnel in your region:

1. Special education administrators (i.e., program directors, supervisors, principals, etc.)

2. Special education teachers (e.g., from all handicap categories)

3. Directors of parent advocacy groups (i.e., Association for Retarded Citizens, Association for Children with Learning Disabilities, etc.)

The puprose of this survey is to obtain information on the perceptions towards future programming trends in special education from various groups associated with the education of exceptional children. The names and addresses which I am requesting will be kept in strictest confidence and will only be used as a mailing list for this research.

Upon completion of the project, a copy of the results will be sent to the cooperating regional directors. The information will include a consensus opinion on special education programming trends over the next 30 years from each of the three groups. In turn, this information may be used by you and your staff to supplement your present program planning strategies.

Thank you for your time and interest.

Sincerely,

Lawrence J. O'Shea

LJO/jel

AN EQUAL OPPORTUNITY UNIVERSITY

THE PENNSYLVANIA STATE UNIVERSITY
Special Education
303 CEDAR Building
UNIVERSITY PARK, PENNSYLVANIA 16802

Division of Special Education and
Communication Disorders
Special Education
Communication Disorders
Environmental Acoustics Lab

Area Code 814
863-2289

January 12, 1981

Dear Participants:

Enclosed is a survey that is being distributed for the Office of Special Education, U. S. Department of Education. The purpose of this survey is to elicit views on future programming trends in special education from various groups associated with the education of exceptional children and adults.

The enclosed form is the first of four surveys that you will receive over the next six months. This preliminary sampling will be used to generate statements for the subsequent surveys. The second through fourth opinion samplings will be in a checklist form and easier to complete.

In completing this survey, consider the technological advances that will be made over the next 30 years as related to special education. Also consider economic factors, along with societal attitudes towards special education as related to the 4 specific topics of the survey. Be as creative or as conservative in your thinking as you like.

Upon completion of the project, the results will be sent to participating agencies and individuals at the state and local levels. It is hoped that the information generated will aid administrators, teachers, and advocates in planning special education programs and in understanding the perspectives of different groups concerned with the education of exceptional children and adults.

Please return this first survey by February 23, 1981. Thank you for your time and interest.

Sincerely,

Lawrence J. O'Shea

Lawrence J. O'Shea

LJO/mgk

Enclosure

AN EQUAL OPPORTUNITY UNIVERSITY

A. Parent Participation

Within P.L. 94-142, provisions for parental involvement are outlined. Participation of parents is to be included in I.E.P. planning, placement decisions, local educational agency planning, state advisory panels, etc. With this in mind, write a statement of how parent participation will develop in each of the three time intervals.

	A) 1981-1985	B) 1986-1995	C) 1996-2010
Ex.	Parents will continue monitoring student progress through the I.E.P. meeting.	Parents will assess completion of I.E.P. objectives through the use of video taping.	Parents will use home computers to supplement instruction and for evaluation of student progress.

B. Personnel Preparation

Also included within P.L. 94-142 are mandates for personnel preparation. For instance, an annual needs assessment must be conducted by state agencies in order to plan appropriate inservice training and the dissemination of innovative personnel development programs, instructional materials, etc. Again with this in mind, write a statement of how personnel preparation will develop in each of the three time intervals.

	A) 1981-1985	B) 1986-1995	C) 1996-2010
Ex.	Teachers will be required to enroll annually in an instructional methods inservice course provided by the regional intermediate unit.	Teachers will be provided instructional inservice during the summer months of an 11-month contract.	Teacher inservice will be dominated by instruction in methods for computer assisted instruction.

C. Least Restrictive Environment

A continuum of services ranging from a special school or institutional placement to placement in a regular classroom are to be provided for handicapped children. The placement of each individual child is to be based on the child's abilities and on the educational environment which is least restrictive for that child. With this in mind, write a statement of how placement in the least restrictive environment will develop in each of the three time intervals.

A) 1981-1985	B) 1986-1995	C) 1996-2010

D. Program Monitoring

Additional mandates are stated within P.L. 94-142 in regard to monitoring special education programs. State agencies are required to insure that its local education agencies are complying with the regulations of the law. Procedures are to be developed to collect data, conduct on-site visits, compare samples of I.E.P.'s, etc. Considering these comments, write a statement of how program monitoring will develop in each of the three time intervals.

A) 1981-1985	B) 1986-1995	C) 1996-2010

E. Please indicate your association with special education:

1) administrator _____ position _____

2) teacher _____ exceptionality _____

3) parent advocate _____ organization _____

THE PENNSYLVANIA STATE UNIVERSITY
Special Education
303 CEDAR Building
UNIVERSITY PARK, PENNSYLVANIA 16802

Division of Special Education and
Communication Disorders
Special Education
Communication Disorders
Environmental Acoustics Lab

Area Code 814
863-2289

March 30, 1981

Dear Participant:

Enclosed is the second round in a series of four surveys which are being sponsored by the Office of Special Education, U. S. Department of Education. The purpose of this survey is to elicit responses on when certain events may take place and how those events are valued by various people associated with the education of exceptional children.

The statements on the survey have been compiled and synthesized from the responses returned from the first round. (Look to see if you recognize any of your own statements.) Carefully read the enclosed directions and example. Note that whether or not you responded to the first survey, you may still participate in this and subsequent surveys.

Upon completion of the project, the results will be sent to participating agencies and individuals at the state and local levels. It is hoped that the information generated will aid administrators, teachers, and advocates in planning special education programs and in understanding the perspectives of different groups concerned with the education of exceptional children and adults.

Please return this second survey by April 24, 1981. Thank you for your time and interest.

Sincerely,

Lawrence J. O'Shea

Lawrence J. O'Shea

LJO/jel

Enclosure

AN EQUAL OPPORTUNITY UNIVERSITY

Directions

1. Read each statement.
2. Based upon your opinion, place a check mark in the Time Interval Column in which you think the event will have a 60% or better probability of emerging.
3. Next write in the Value column the number which signifies best your feeling about the event. A scale from -5 to +5 should be used as follows:

-5	-4	-3	-2	-1	0	+1	+2	+3	+4	+5
Place very little value in the statement										Place a great deal of value in the statement

4. If you wish to comment on a statement or suggest a new statement for the next survey do so in the comments column provided.
5. Follow the above procedure for each statement.

EXAMPLE

Statement	Predicted Time Interval of Occurrence				Value	Additional Items and Comments
	1981-1985	1986-1995	1996-2010	Never	Value (-5 to +5)	
Most students are being taught in regular classrooms with help from the resource teacher.		✓			+3	No comment.

*NOTE: 1. Be sure to place a + or - in front of the number value.
2. Enclosed is a list of definitions of terms with which you may not be familiar.

Key terms: IEP--Individual Education Plans are instructional plans written for each handicapped student.

LRE--Least Restrictive Environment is a concept of placing students in the educational setting in which the child can function best and is most like a regular classroom program.

Public Law 94-142--a federal law requiring handicapped students be provided a free and appropriate public education. (The four sections of this survey are parts of P.L. 94-142.)

THE PENNSYLVANIA STATE UNIVERSITY
Special Education
303 CEDAR Building
UNIVERSITY PARK, PENNSYLVANIA 16802

Division of Special Education and
Communication Disorders
Special Education
Communication Disorders
Environmental Acoustics Lab

Area Code 814
863-2289

January 12, 1981

Enclosed are the U. S. Office of Special Education sponsored surveys on future programming trends that you agreed to distribute. The surveys are ready for mailing upon addressing the envelopes. Included within each envelope is a cover letter, a survey form, and a self-addressed, stamped envelope. (The completed surveys will be returned directly to me.)

This is the first round in a series of four surveys which will be sent out over the next six months. Please randomly distribute the surveys and compile a list of those who receive a survey so that in subsequent rounds the surveys may be redistributed to the same persons. Also note that a return mailing deadline has been set for February 23, 1981.

If you have any questions, review the information sheet provided or contact me at the above address. Thanks again for your cooperation and efforts.

Sincerely,

Lawrence J. O'Shea

Lawrence J. O'Shea

LJO/mgk

Enclosure

AN EQUAL OPPORTUNITY UNIVERSITY

Survey Information

--A total of 600 persons from three states (New York, Pennsylvania, and Texas) are being surveyed.

--The number of surveys that you received is based upon the number of organizations participating within your Region, BOCES, or Intermediate Unit.

--No personally identifiable information is requested.

--Responses will be kept confidential.

--This is the second of four rounds of the survey utilizing the Delphi Method.

--The surveys must be distributed through the mail or given personally to the participants.

* It is important that the surveys be randomly distributed.

** It is important that a list of the persons participating be compiled during this second round so that the distributor may send subsequent rounds to those same persons.

*** Please distribute the surveys as quickly as possible in order to allow participants sufficient time to complete the surveys.

**** This second round should more clearly define the purpose of the survey through the statements provided. Parents should not feel unqualified to comment on these statements as parents have first hand experiences which alone are valid bases for completing the survey.

Statements	Predicted Time Interval of Occurrence				Value	Additional Items and Comments
	1981-1985	1986-1995	1996-2010	Never	Value (-5 to +5)	
Parent Participation						
1. Parents are attending IEP conferences in diminishing numbers.						
2. IEP conferences are held throughout the year in order to keep parents and teachers on track of objectives.						
3. Television observation of student performance by parents is possible.						
4. Parents don't understand instructional objectives well enough to assess video tapes of student performance.						
5. Two-way television is used for home instruction and IEP conferences.						
6. The death of the IEP has occurred; parents and teachers are again able to communicate.						
7. Parents assess accomplishment of IEP objectives through in-classroom observation.						
8. IEP's are required for both handicapped and nonhandicapped students.						
9. Most IEP conferences are held over the phone, rather than face-to-face.						
10. Parent advocacy or self-help groups are growing as a means of explaining rights and training parents to actively participate in the learning process.						
11. Parent-teacher meetings include workshops for parents focusing on methods of instruction, so parents can support the learning process at home.						
12. Parent assistors are trained by parent groups to attend IEP meetings with parents on a large scale.						
13. Computers are used to monitor student progress within the classroom.						

Statements	Predicted Time Interval of Occurrence				Value	Additional Items and Comments
	1981-1985	1986-1995	1996-2010	Never	Value (-5 to +5)	
14. Computer programs are used by parents and teachers to supplement instruction and increase individualization.						
15. IEP's are constructed using computers to identify specific objectives and treatments for special students.						
16. Parents are concerned about programming after a period of economic distress and the cutting of program funds.						
17. Parents of special education students are required to assist with increasing financial costs of special education.						
18. Noted improvement in the progress of special students has stimulated confidence in special education as compared to the 1970's.						
19. Parent organizations seek out "test" court cases to examine the application and compliance of schools to the law.						
20. Parent responsibilities for assisting in instruction at home are mandated by law.						
21. Parents are becoming more knowledgeable of educational programs and are more demanding of quality services.						
22. Most parents are neither inclined nor have the ability to help their children.						
23. Parents and teachers enter into contracts for working with students on specific skills.						
24. Parents hold teachers accountable for child's progress in attaining IEP goals.						
25. Parents are more insistent that special education programs be cost effective.						

Statements	Predicted Time Interval of Occurrence				Value	Additional Items and Comments
	1981-1985	1986-1995	1996-2010	Never	Value (-5 to +5)	
Least Restrictive Environment						
1. Budget cuts and cries of special students lowering standards for regular education leads to children remaining in special education classrooms.						
2. The degree of compliance with P.L. 94-142 is a function of available money, not appropriateness of education.						
3. Budget cuts cause a decline in existing special education programs.						
4. Special students are in regular classes totally with assistance provided by itinerant special education teachers.						
5. Regular school facilities are totally adapted to accommodate the needs of special students.						
6. Only the most adaptive special students are placed in regular classes with modest supplemental help.						
7. Expanded use of teacher aides and paraprofessionals helps to maintain special students in regular classes.						
8. Special education and regular education students are assigned teacher advocates to follow them throughout their public school careers.						
9. "At risk" children are identified at birth and enrolled in special programs from birth to age three in an attempt to overcome special needs.						
10. Group homes and sheltered workshops flourish as LRE for the adult handicapped population.						
11. State residential facilities, special centers and private schools for handicapped children are decreasing sharply.						
12. Handicapped children are not wanted in "regular" schools.						

Statements	Predicted Time Interval of Occurrence				Value	Additional Items and Comments
	1981-1985	1986-1995	1996-2010	Never	Value (-5 to +5)	
13. Due to a lack of understanding of handicapping conditions on the part of administrators and law makers, placement in the LRE is not done.						
14. With an improved system of selecting children for mainstreaming, there are changing attitudes towards mainstreamed children in regular schools.						
15. The integration of students academically increases as emphases on social integration levels off.						
16. Society has a more global view concerning handicaps and children are grouped according to likenesses, not differences.						
17. Minimum wage laws are adapted so that the handicapped may work in the community and earn money according to their production (piece-rate) as in sheltered workshops.						
18. With the concept of LRE, the label "special education" disappears.						
19. Extensive lobbying for funding of ongoing inservice of regular teachers is undertaken.						
20. Special students are taught in regular classes with computerized instructional programs and paraprofessional assistance.						
21. More mildly handicapped students receive their instruction in resource rooms.						
22. Mainstreaming of special students is reduced and special students are returned to a self-contained environment.						
23. A variety of services and delivery systems are provided to special students within regular schools.						
24. The overgeneralization of the mainstreaming concept causes the rebirth of special schools and private facilities.						
25. More vocational classes to handle special students in regular schools are necessary.						

Statements	Predicted Time Interval of Occurrence				Value	Additional Items and Comments
	1981-1985	1986-1995	1996-2010	Never	Value (-5 to +5)	
Program Monitoring						
1. A direct line to state agencies for questions on procedures, policies, and programming exists.						
2. Due to handicapped students participation in regular school programs, the local education agencies total program (regular & special education) is monitored.						
3. More federal involvement in monitoring local special education programs is evident.						
4. The federal government eliminates federal regulations of P.L. 94-142; state agencies fill the vacuum.						
5. Lobbying for additional consumer participation in monitoring to increase actual compliance rather than paper compliance is evident.						
6. Compliance with law to satisfy program monitors has destroyed the individual initiative of local school districts.						
7. Monitoring responsibilities and control over programming is shifted away from state and federal agencies to local school districts.						
8. Placement committees are required to visit special schools and classrooms in order to become familiar with methods used to provide the least restrictive environment.						
9. Every three years an on-site state audit and evaluation is conducted to determine the needs of special students as well as compliance with federal regulations.						
10. Monitoring is done by local districts who show and tell only what makes them look good.						
11. Computers are used to evaluate and monitor student progress which is the primary basis for evaluating program effectiveness.						
12. Better definition of roles and job descriptions exist for writing IEP's.						

Statements	Predicted Time Interval of Occurrence				Value	Additional Items and Comments
	1981-1985	1986-1995	1996-2010	Never	Value (-5 to +5)	
13. IEP's are turned in on a regular basis to ensure school is "on task."						
14. Parent groups and state agencies are exerting pressure on schools to comply with governmental regulations.						
15. Auditing has revealed that current systems are inadequately preparing special students for post high school success.						
16. Graduating special education students evaluate the programs which they took part in.						
17. Monitoring is done only on a spaced intermitten basis as required to receive federal funds.						
18. SEA operates by the golden rule: he who has the gold, rules.						
19. School districts compete for funding based on their special education "track record," current services, and projected needs and services.						
20. Mandates and monitoring agencies are completely off beam and offer no substantial contribution to programs other than to ensure overwhelming paperwork.						
21. The impediment to special education is recognized as the bureaucratic monster P.L. 94-142.						
22. There is a need for continued monitoring by the government, but with emphasis on quality of programs rather than legality issues.						
23. Paraprofessionals are hired to be responsible for collecting data.						
24. Accurate, objective measures of program effectiveness are developed and used for decision-making.						
25. Videotapes of child performance and school/parent interactions are required by state agencies.						

Statements	Predicted Time Interval of Occurrence				Value	Additional Items and Comments
	1981-1985	1986-1995	1996-2010	Never	Value (-5 to +5)	
Personnel Preparation						
1. Through inservice instruction, teacher specialists are experts in specific areas and provide instruction in only "their" area.						
2. Inservice programs and supervision continue however budget cuts have restricted advances in both areas.						
3. Pay incentives are provided for inservice attendance.						
4. Inservice programs emphasize training teachers in content areas and instructional methods.						
5. Teacher inservice stresses radically new methods of instruction--computers, self-monitoring, etc.						
6. Inservice training concentrates on individualizing instruction to all students, handicapped and nonhandicapped.						
7. Model programs are being funded and disseminated via inservice, video programs.						
8. Inservice programs are provided through teacher centers during the summer and regular school year for voluntary training.						
9. Teachers are working 12 months a year and are being payed for inservice time during evenings and weekends.						
10. Teacher training programs in special education require teachers to demonstrate competence in specific teaching skills.						
11. An objective system of assessing teachers' needs and progress in teaching skills are used to determine types of inservice training needed.						
12. Teachers are prepared to act as educational planners or consultants having less direct contact with students.						

Statements	Predicted Time Interval of Occurrence				Value	Additional Items and Comments
	1981-1985	1986-1995	1996-2010	Never	Value (-5 to +5)	
13. Inservice is scheduled into the school calendar as conference days on a bimonthly basis.						
14. Teachers are required to take inservice courses for licensing with reviews of license every three years.						
15. Inservice courses stress practical strategies and teaching techniques rather than the philosophy of education.						
16. Computer assisted instructional methods are highly encouraged in teacher inservice.						
17. Computers aid in the design of more individualized instructional methods.						
18. Computer assisted instructions are not successful with the mentally retarded population but only with the normally intelligent population.						
19. Teacher inservice involves regular and special education teachers working together.						
20. Regular teachers are required to take courses on teaching handicapped students as part of their preservice training.						
21. Inservice programs use classroom teachers as "experts" not university personnel or administrators.						
22. College personnel are more knowledgeable of special needs/concept of mainstreaming and how it affects all classrooms.						
23. Through contract negotiations, teacher groups demand more meaningful inservice programs provided by local or regional units.						
24. Teachers are provided release time to be used for continued development of teaching competencies.						
25. Summer curriculum committees are organized and required by local districts.						

THE PENNSYLVANIA STATE UNIVERSITY
Special Education
303 CEDAR Building
UNIVERSITY PARK, PENNSYLVANIA 16802

Division of Special Education and
Communication Disorders
Special Education
Communication Disorders
Environmental Acoustics Lab

Area Code 814
863-2289

May 18, 1981

Dear Participant:

Enclosed is the third round in a series of four surveys which are being sponsored by the U. S. Office of Education. Based upon the results of an item analysis, the number of items have been reduced so that less time will be required to complete the survey.

The purpose of this survey is to elicit responses on when certain events may take place and how those events are valued by various people associated with the education of exceptional children. The statements on the survey have been compiled and synthesized from the responses returned from the first round. Carefully read the enclosed directions and example. Note that whether or not you responded to the first or second survey, you may still participate in this and subsequent surveys.

Upon completion of the project, the results will be sent to participating agencies and individuals at the state and local level. It is hoped that the information generated will aid administrators, teachers, and advocates in planning special education programs and in understanding the perspectives of different groups concerned with the education of exceptional children and adults.

Please return this third survey by June 26, 1981. Thank you for your time and interest.

Sincerely,

Lawrence J. O'Shea

Lawrence J. O'Shea

LJO/jel

Enclosure

AN EQUAL OPPORTUNITY UNIVERSITY

THE PENNSYLVANIA STATE UNIVERSITY
Special Education
303 CEDAR Building
UNIVERSITY PARK, PENNSYLVANIA 16802

Division of Special Education and
Communication Disorders
Special Education
Communication Disorders
Environmental Acoustics Lab

Area Code 814
863-2289

May 27, 1981

Enclosed are the U. S. Office of Special Education sponsored surveys on future programming trends that you agreed to distribute. The surveys are ready for mailing upon addressing the envelope. Included within each envelope is a cover letter, a survey form, and a self-addressed stamped envelope. (The completed surveys will be returned directly to me.)

This is the third round in a series of four surveys which will be sent out over the next three months. Please distribute the surveys to the same participants that received the first survey. The return mailing deadline has been set for June 26, 1981.

Please return the enclosed post card verifying receipt and distribution of the surveys as soon as possible. If you have any questions, review the information sheet provided or contact me at the above address or phone number. Thanks again for your cooperation and efforts.

Sincerely,

Lawrence J. O'Shea

Lawrence J. O'Shea

LJO/jel

Enclosures

AN EQUAL OPPORTUNITY UNIVERSITY

Directions

1. Read each statement.
2. Consider the mean time interval located in the next to last right hand column which was computed from the results of round two. If you agree with the mean score, place a checkmark in the corresponding Time Interval Column to the left. If you disagree, place a checkmark in the column in which you think the event will have a 60% or better chance of emerging.
3. Next, consider the mean value located in the far right hand column which was also computed from the results of round two. If you agree with the mean score, write that value in the Value Column. If you disagree, write the number which best expresses your feeling about the item. A scale from -5 to +5 should be used as follows:

-5	-4	-3	-2	-1	0	+1	+2	+3	+4	+5
Place very little value in the statement										Place a great deal of value in the statement

4. If you wish to comment on a statement, do so in the Comments Column provided.
5. Follow the same procedure for each item.

EXAMPLE

	Predicted Time Interval of Occurrence				Value	Round Two Results		
	1981-1985	1986-1995	1996-2010	Never	Value (-5 to +5)	Average Time Interval	Average Value	Additional Items and Comments
Most students are being taught in regular classrooms with help from the resource teacher.		✓			+3	1986-1995	+2	No Comment.

*NOTE: 1. Be sure to place a + or - in front of the number value.
2. Enclosed is a list of definitions of terms with which you may not be familiar.

Key terms: IEP--Individual Education Plans are instructional plans written for each handicapped student.

LRE--Least Restrictive Environment is a concept of placing students in the educational setting in which the child can function best and is most like a regular classroom program.

Public Law 94-142--a Federal law requiring handicapped students be provided a free and appropriate public education. (The four sections of this survey are parts of P.L. 94-142.)

Statements	Predicted Time Interval of Occurrence				Value	Round Two Results		Additional Items and Comments
	1981-1985	1986-1995	1996-2010	Never	Value (-5 to +5)	Average Time Interval	Average Value	
Program Monitoring								
1. More federal involvement in monitoring local special education programs is evident.						1986-1995	0	
2. The federal government eliminates federal regulations of P.L. 94-142; state agencies fill the vacuum.						1986-1995	+2.5	
3. Lobbying for additional consumer participation in monitoring to increase actual compliance rather than paper compliance is evident.						1986-1995	+2.5	
4. Placement committees are required to visit special schools and classrooms in order to become familiar with methods used to provide the least restrictive environment.						1986-1995	+2.5	
5. Every three years an on-site state audit and evaluation is conducted to determine the needs of special students as well as compliance with federal regulations.						1981-1985	+2.5	
6. Computers are used to evaluate and monitor student progress which is the primary basis for evaluating program effectiveness.						1986-1995	0	
7. Auditing has revealed that current systems are inadequately preparing special students for post high school success.						1981-1985	+2.5	
8. Graduating special education students evaluate the programs which they took part in.						1986-1995	+2.5	
9. School districts compete for funding based on their special education "track record," current services, and projected needs and services.						1986-1995	0	
10. The impediment to special education is recognized as the bureaucratic monster of P.L. 94-142.						1981-1985	0	

Statements	Predicted Time Interval of Occurrence				Value	Round Two Results		Additional Items and Comments
	1981-1985	1986-1995	1996-2010	Never	Value (-5 to +5)	Average Time Interval	Average Value	
Parent Participation								
1. Parents assess accomplishment of IEP objectives through in-classroom observation.						1986-1995	+2.5	
2. IEP's are required for both handicapped and nonhandicapped students.						1996-2010	+2.5	
3. Parent-teacher meetings include workshops for parents focusing on methods of instruction, so parents can support the learning process at home.						1986-1995	+4.5	
4. Parent assistors are trained by parent groups to attend IEP meetings with parents on a large scale.						1986-1995	0	
5. IEP's are constructed using computers to identify specific objectives and treatments for special students.						1986-1995	+2.5	
6. Parents of special education students are required to assist with increasing financial costs of special education.						Never	0	
7. Parent responsibilities for assisting in instruction at home are mandated by law.						Never	0	
8. Parents and teachers enter into contracts for working with students on specific skills.						1986-1995	+2.5	
9. Parents hold teachers accountable for child's progress in attaining IEP goals.						1981-1985	+2.5	
10. Parents are more insistent that special education programs be cost effective.						1986-1995	+2.5	

Statements	Predicted Time Interval of Occurrence				Value	Round Two Results		Additional Items and Comments
	1981-1985	1986-1995	1996-2010	Never	Value (-5 to +5)	Average Time Interval	Average Value	
Personnel Preparation								
1. Pay incentives are provided for inservice attendance.						1986-1995	+2.5	
2. Inservice training concentrates on individualizing instruction to all students, handicapped and nonhandicapped.						1986-1995	+4.5	
3. Model programs are being funded and disseminated via inservice, video programs.						1986-1995	+2.5	
4. Teachers are working 12 months a year and are being paid for inservice time during evenings and weekends.						1996-2010	0	
5. Teacher training programs in special education require teachers to demonstrate competence in specific teaching skills.						1986-1995	+4.5	
6. An objective system of assessing teachers' needs and progress in teaching skills are used to determine types of inservice training needed.						1986-1995	+2.5	
7. Teachers are required to take inservice courses for licensing with reviews of license every three years.						1996-2010	+2.5	
8. Regular teachers are required to take courses on teaching handicapped students as part of their preservice training.						1986-1995	+4.5	
9. Inservice programs use classroom teachers as "experts" not university personnel or administrators.						1981-1985	+4.5	
10. Teachers are provided release time to be used for continued development of teaching competencies.						1986-1995	+2.5	

Statements	Predicted Time Interval of Occurrence				Value	Round Two Results		Additional Items and Comments
	1981-1985	1986-1995	1996-2010	Never	Value (-5 to +5)	Average Time Interval	Average Value	
Least Restrictive Environment								
1. Special students are in regular classes totally with assistance provided by itinerant special education teachers.						1996-2010	+2.5	
2. Regular school facilities are totally adapted to accommodate the needs of special students.						1986-1995	+2.5	
3. Special education and regular education students are assigned teacher advocates to follow them throughout their public school careers.						Never	0	
4. "At risk" children are identified at birth and enrolled in special programs from birth to age three in an attempt to overcome special needs.						1986-1995	+4.5	
5. Group homes and sheltered workshops flourish as LRE for the adult handicapped population.						1986-1995	+2.5	
6. With an improved system of selecting children for mainstreaming, there are changing attitudes towards mainstreamed children in regular schools.						1981-1985	+3.0	
7. The integration of students academically increases as emphases on social integration levels off.						1986-1995	+2.5	
8. Minimum wage laws are adapted so that the handicapped may work in the community and earn money according to their production (piece-rate) as in sheltered workshops.						1986-1995	+2.5	
9. Extensive lobbying for funding of ongoing inservice of regular teachers is undertaken.						1986-1996	+2.5	
10. Special students are taught in regular classes with computerized instructional programs and paraprofessional assistance.						1996-2010	+2.5	

THE PENNSYLVANIA STATE UNIVERSITY
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Division of Special Education and
Communication Disorders
Special Education
Communication Disorders
Environmental Acoustics Lab

Area Code 814
863-

September 18, 1981

Dear Participant:

Enclosed is the fourth and final round of surveys which are being sponsored by the U. S. Office of Education. Based upon the results of an item analysis, the number of items have been reduced so that less time will be required to complete the survey.

Members of advocacy groups have been selected because of their specific type of contact with handicapped individuals. Accordingly, you are thought of as experts and qualified to provide input from your perspective of special education.

The purpose of this survey is to elicit responses on when certain events may take place and how those events are valued by various people associated with the education of exceptional chidlren. The statements on the survey have been compiled and synthesized from the responses returned from the first round. Carefully read the enclosed directions and example. Note that whether or not you responded to the earlier surveys, you may still participate in this survey.

Upon completion of the project, the results will be sent to participating agencies and individuals at the state and local level. It is hoped that the information generated will aid administrators, teachers, and advocates in planning special education programs and in understanding the perspectives of different groups concerned with the education of exceptional children and adults.

Please return this last survey by October 23, 1981. Thank you for your time and interest over the past year.

Sincerely,

Lawrence J. O'Shea

Lawrence J. O'Shea

LJO/mgk

Enclosures

AN EQUAL OPPORTUNITY UNIVERSITY

Directions

1. Read each statement.
2. Consider the mean time interval located in the next to last right hand column which was computed from the results of round three. If you agree with the mean score, place a checkmark in the corresponding Time Interval Column to the left. If you disagree, place a checkmark in the column in which you think the event will have a 60% or better chance of emerging.
3. Next, consider the mean value located in the far right hand column which was also computed from the results of round two. If you agree with the median score, write that value in the Value Column. If you disagree, write the number which best expresses your feeling about the item. A scale from -5 to +5 should be used as follows:

-5	-4	-3	-2	-1	0	+1	+2	+3	+4	+5
Place very little value in the statement										Place a great deal of value in the statement

4. If you wish to comment on a statement, do so in the Comments Column provided.
5. Follow the same procedure for each item.

EXAMPLE

	Predicted Time Interval of Occurrence				Value	Round Two Results		Additional Items and Comments
	1981-1985	1986-1995	1996-2010	Never	Value (-5 to +5)	Average Time Interval	Average Value	
Most students are being taught in regular classrooms with help from the resource teacher.		✓			+3	1986-1995	+2	No Comment.

*NOTE: 1. Be sure to place a + or - in front of the number value.
2. Enclosed is a list of definitions of terms with which you may not be familiar.

Key terms: IEP--Individual Education Plans are instructional plans written for each handicapped student.

LRE--Least Restrictive Environment is a concept of placing students in the educational setting in which the child can function best and is most like a regular classroom program.

Public Law 94-142--a Federal law requiring handicapped students be provided a free and appropriate public education. (The four sections of this survey are parts of P.L. 94-142.)

General Information Sheet

1. What is your association with exceptional persons?

_____ administrator

_____ advocate

_____ parent

_____ teacher

other: _____

2. Are you a member of any of the following agencies? (Indicate with a checkmark)

_____ Association for Retarded Citizens

_____ Association for Children with Learning Disabilities

_____ Association for the Hearing Impaired

_____ Easter Seals Society

_____ United Cerebral Palsy Association

3. What school do you deal with or work for?

_____

_____

4. What types of exceptional persons do you primarily deal with?

_____ Gifted

_____ Hearing Impaired

_____ Learning Disabled

_____ Mentally Retarded

_____ Physically Handicapped

_____ Socially/Emotionally Disturbed

_____ Speech/Language Impaired

_____ Visually Handicapped

Other: _____

5. How long have you dealt with exceptional persons in your current position?

_____ 0-5 yrs

_____ 6-10 yrs

_____ 11-15 yrs

_____ 16-20 yrs

_____ over 20 yrs

6. What is your occupation?

_____

7. What is the highest education level you have completed?

_____ Grade school

_____ Jr. High

_____ High School

_____ 2 years of College

_____ Bachelors Degree

_____ Masters Degree

_____ Doctoral Degree

8. What is your age group?

_____ 20-25 years

_____ 26-30 years

_____ 31-35 years

_____ 36-40 years

_____ 41-45 years

_____ 46-50 years

_____ 51-55 years

_____ 56-60 years

_____ 61-65 years

_____ over 65 years

9. What is your sex?

_____Female _____ Male

10. What is the name of the city and state in which you reside?

_____

Type of area:

Urban _____
Suburban _____
Rural _____

Statements	Predicted Time Interval of Occurrence				Value	Round Three Results		Additional Items and Comments
	1981-1985	1986-1995	1996-2010	Never	Value (-5 to +5)	Average Time Interval	Average Value	
Program Monitoring								
1. More federal involvement in monitoring local special education programs is evident.						1986-1995	0	
2. The federal government eliminates federal regulations of P.L. 94-142; state agencies fill the vacuum.						1986-1995	+2	
3. Lobbying for additional consumer participation in monitoring to increase actual compliance rather than paper compliance is evident.						1986-1995	+3	
4. Placement committees are required to visit special schools and classrooms in order to become familiar with methods used to provide the least restrictive environment.						1986-1995	+3	
5. Every three years an on-site state audit and evaluation is conducted to determine the needs of special students as well as compliance with federal regulations.						1981-1985	+3	
6. Computers are used to evaluate and monitor student progress which is the primary basis for evaluating program effectiveness.						1986-1995	0	
7. Auditing has revealed that current systems are inadequately preparing special students for post high school success.						1981-1985	+3	
8. Graduating special education students evaluate the programs which they took part in.						1986-1995	+3	
9. School districts compete for funding based on their special eudcation "track record," current services, and projected needs and services.						1986-1995	0	
10. The impediment to special education is recognized as the bureaucratic monster of P.L. 94-142.						1981-1985	0	

Statements	Predicted Time Interval of Occurrence				Value	Round Three Results		Additional Items and Comments
	1981-1985	1986-1995	1996-2010	Never	Value (-5 to +5)	Average Time Interval	Average Value	
Least Restrictive Environment								
1. Special students are in regular classes totally with assistance provided by itinerant special education teachers.						1996-2010	+1	
2. Regular school facilities are totally adapted to accommodate the needs of special students.						1986-1995	+3	
3. Special education and regular education students are assigned teacher advocates to follow them throughout their public school careers.						Never	0	
4. "At risk" children are identified at birth and enrolled in special programs from birth to age three in an attempt to overcome special needs.						1986-1995	+5	
5. Group homes and sheltered workshops flouish at LRE for the adult handicapped population.						1986-1995	+3	
6. With an improved system of selecting children for mainstreaming, there are changing attitudes towards mainstreamed children in regular schools.						1981-1985	+3	
7. The integration of students academically increases as emphases on social integration levels off.						1986-1995	+3	
8. Minimum wage laws are adapted so that the handicapped may work in the community and earn money according to their production (piece-rate) as in sheltered workshops.						1986-1995	+3	
9. Extensive lobbying for funding of ongoing inservice of regular teachers is undertaken.						1986-1996	+2	
0. Special students are taught in regular classes with computerized instructional programs and paraprofessional assistance.						1996-2010	+2	

Statements	Predicted Time Interval of Occurrence				Value	Round Three Results		Additional Items and Comments
	1981-1985	1986-1995	1996-2010	Never	Value (-5 to +5)	Average Time Interval	Average Value	
Personnel Preparation								
1. Pay incentives are provided for inservice attendance.						1986-1995	+2	
2. Inservice training concentrates on individualizing instruction to all students, handicapped and non-handicapped.						1986-1995	+4	
3. Model programs are being funded and disseminated via inservice, video programs.						1986-1995	+3	
4. Teachers are working 12 months a year and are being paid for in-service time during evenings and weekends.						1996-2010	0	
5. Teacher training programs in special education require teachers to demonstrate competence in specific teaching skills.						1986-1995	+4	
6. An objective system of assessing teachers' needs and progress in teaching skills are used to determine types of inservice training needed.						1986-1995	+3	
7. Teachers are required to take in-service courses for licensing with reviews of license every three years.						1996-2010	+3	
8. Regular teachers are required to take courses on teaching handicapped students as part of their preservice training.						1986-1995	+5	
9. Inservice programs use classroom teachers as "experts" not university personnel or administrators.						1981-1985	+4	
10. Teachers are provided release time to be used for continued development of teaching competencies.						1986-1995	+3	

APPENDIX B

LIST OF PARTICIPATING LOCAL ADVOCACY ORGANIZATIONS

Pennsylvania

Allegheny County Association for Children with Learning Disabilities, Pittsburgh, PA

Bucks County Association for Children with Learning Disabilities, Sellersville, PA

Easter Seals Society of Allegheny County, Pittsburgh, PA

Erie Association for Children with Learning Disabilities, Erie, PA

Pennsylvania Association for Retarded Citizens, Pittsburgh, PA

New York

Chataugua County Association for Retarded Citizens, Jamestown, NY

Franklin County Association for Retarded Citizens, Tupper Lake, NY

Monroe County Association for the Hearing Impaired, Rochester, NY

United Cerebral Palsy Association, Jamestown, NY

Texas

Association for Retarded Citizens, Port Lavaca, TX

Golden Triangle Association for Children with Learning Disabilities, Groves, TX

Smith County Association for Retarded Citizens, Tyler, TX